

DOCUMENT RESUME

ED 422 681

EC 306 631

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TITLE Working with Visually Impaired Young Students: A Curriculum Guide for 3 to 5 Year Olds.
ISBN ISBN-0398-06875-5
PUB DATE 1998-00-00
NOTE 194p.
AVAILABLE FROM Charles C. Thomas, Publisher, Ltd., 2600 South First Street, Springfield, IL 62794-9265.
PUB TYPE Books (010) -- Collected Works - General (020) -- Guides - Classroom - Teacher (052)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Art Therapy; Behavioral Objectives; Child Development; Curriculum Design; Curriculum Guides; *Developmental Stages; Early Childhood Education; Early Intervention; Evaluation Criteria; Evaluation Methods; Language Acquisition; Models; Motor Development; Preschool Children; *Preschool Curriculum; Preschool Education; *Psychological Evaluation; *Sensory Training; *Speech Therapy; Stimulation; *Visual Impairments

ABSTRACT

This guide provides a curriculum model for preschool programs specifically designed for preschool children (ages 3-5) with visual impairments. The book provides an extensive review of the literature with measurable behavioral objectives for each developmental level. Chapter 1, "Psychological Evaluation for the Preschool Visually Impaired Child" (Joseph Trzasko), covers the formation of a psychoeducational test battery for preschool children with visual impairments and reviews psychoeducational tests and developmental scales. Chapter 2, "Concept Development" (Ellen Trief and others), discusses educational models of service delivery and presents classroom activities for preschool children with visual impairments. Chapter 3, "Orientation and Mobility" (Stu Filan), provides activities designed to develop orientation and mobility skills in preschool children with visual impairments. Chapter 4, "Speech and Language Therapy" (Linda Corozza), discusses language development stages, guidelines to help facilitate language learning in the home environment, and learning objectives based on a sensory integrative approach to help children organize their environments. Subsequent chapters include "Art Therapy" (Roberta Weiss and Gennaro Rocco), and "Music Therapy" (David Herman). Appendices contain sample psychological assessments. (Approximately 50 references.) (CR)

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